

## **LANGUAGE ARTS** **First Grade**

### **READING**

*The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.*

#### **Oral Language/Decoding**

<b>Key</b>	<b>Reporting Category</b>		
<b>D</b>		Expand oral language through vocabulary instruction and experiences.	18. Tale of the Sun, p. 86
<b>D</b>		Implement rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).	
<b>D</b>		Understand, follow, and give oral directions.	41. How Plants Grow, p. 179
<b>D</b>		Participate in group discussions.	8. The Forest of S. T. Shrew, p. 40 21. Adopt a Tree, p. 97 41. How Plants Grow, p. 179 46. School Yard Safari, p.197 87. Earth Manners, p.378
<b>D</b>		Participate in creative responses to text (e.g., choral reading, discussion, and drama).	8. The Forest of S.T. Shrew, p.40 87. Earth Manners, p.378
<b>D</b>		Respond to questions from teacher and other group members.	21. Adopt a Tree, p. 97 41. How Plants Grow, p. 179 46. School Yard Safari, p.197
<b>I</b>		Begin to narrate a personal story.	
<b>D</b>		Dramatize or retell what has been learned, heard, or experienced.	46. School Yard Safari, p.197 87. Earth Manners, p.378
<b>D</b>		Use familiar texts for recitations (e.g., stories and poems).	
<b>D</b>		Listen attentively to speaker for specific information.	18. Tale of the Sun, p. 86 87. Earth Manners, p.378
<b>D</b>		Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).	76. Tree Cookies, p.327 87. Earth Manners, p.378
<b>D</b>		Listen and respond to a variety of media (e.g., books, audio tapes, and videos).	
<b>D</b>		Recognize the difference between formal and informal languages.	
<b>D</b>		Understand and follow simple, three-step oral directions.	41. How Plants Grow, p. 179 46. School Yard Safari, p.197
<b>D</b>		Understand that printed materials provide information.	
<b>D</b>		Demonstrate directionality by reading left to right and top to bottom.	
<b>I</b>		Track print when being read to aloud.	
<b>D</b>		Read and explain own writings and drawings.	
<b>I</b>		Identify parts of a book (e.g., title page, table of contents).	
<b>I</b>		Recognize that groups of words make sentences.	

#### **KEY**

**I = Introduced   D = Developing   A = State Assessed   M = Mastered**

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**C = Content   G = Grammar   MG = Meaning   T = Techniques and Skills   V = Vocabulary  
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<b>D</b>		Recognize words that begin with the same sounds.	
<b>D</b>		Recognize words that end with the same sounds.	
<b>D</b>		Identify rhyming words.	
<b>D</b>		Blend sounds together to form one-syllable words.	
<b>D</b>		Segment one-syllable words into sounds.	
<b>I</b>		Change targeted sounds to modify or change words.	
<b>D</b>		Show awareness of syllables by clapping, counting, or moving objects.	
<b>D</b>		Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.	
<b>D</b>		Decode phonetically regular, one-syllable words.	
<b>D</b>		Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).	
<b>I</b>		Apply long and short vowel rules when decoding.	
<b>I</b>		Begin to decode unknown words automatically.	
<b>I</b>		Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.	
<b>I</b>		Reflect punctuation of written text while reading orally.	
<b>I</b>		Participate in guided, oral readings.	
<b>D</b>		Demonstrate the automatic recognition of high frequency words.	
<b>I</b>		Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.	
<b>I</b>		Read independently daily.	
<b>D</b>		Recite familiar texts to develop fluency, expression, accuracy, and confidence.	
<b>D</b>		Participate in shared reading.	
<b>D</b>		Manipulate word families, word walls, and word sorts.	
<b>I</b>		Match oral words to written words.	
<b>D</b>		Recognize rhyme in Mother Goose and other rhyming books.	
<b>D</b>		Retell a story in correct sequence (e.g., using books, videos, and films).	
<b>I</b>		Retell stories in their own words using sequencing words (e.g., first, next, and last).	
<b>D</b>		Share storybooks, poems, newspapers, and environmental print.	
<b>I</b>		Identify favorite stories, informational text, authors, and illustrators.	
<b>D</b>		Recognize a variety of print items as sources of information (e.g., books, magazines, maps, charts, and graphs).	
<b>D</b>		Recognize sources of information (e.g., books, maps, graphs, and charts).	
<b>D</b>		Visit libraries/media centers and regularly check out materials.	

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## Comprehension

<b>D</b>		Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.	8. The Forest of S.T. Shrew, p.40
<b>D</b>		Build vocabulary through frequent read-alouds.	18. Tale of the Sun, p. 86
<b>I</b>		Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues, and structural analysis.	
<b>D</b>		Develop a purpose for listening/reading.	
<b>D</b>		Participate in activities to build background knowledge to derive meaning from text.	
<b>D</b>		Make predictions about text.	
<b>D</b>		Use illustrations to preview text.	
<b>D</b>		Ask questions about the text.	
<b>I</b>		Recognize errors in reading as they occur and self-correct.	
<b>D</b>		Participate in discussions about text and relate to personal experiences.	8. The Forest of S.T. Shrew, p.40 18. Tale of the Sun, p. 86
<b>D</b>		Create graphic organizers (e.g., charts, lists).	87. Earth Manners, p.378
<b>D</b>		Predict and adjust outcomes during read-alouds.	
<b>D</b>		Recall three to four-step sequence of events.	8. The Forest of S.T. Shrew, p.40
<b>D</b>		Draw conclusions based on what has been read.	
<b>D</b>		Recognize main idea in pictures, picture books, and texts.	
<b>I</b>		Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, and web).	
<b>D</b>		Visit libraries to use and view appropriate material.	
<b>I</b>		Begin to develop content specific vocabulary.	
<b>I</b>		Use text features to locate information (e.g., maps, charts, illustrations, and tables of contents).	
<b>I</b>		Read for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).	
<b>D</b>		Read and view various types of literature (e.g., picture books, storybooks, fairy tales, poetry, and lyrics to songs) and media (e.g., illustrations, the arts, films, and videos).	
<b>I</b>		Explore nonfiction.	
<b>I</b>		Identify characters, events, and settings in print and nonprint text.	18. Tale of the Sun, p. 86 87. Earth Manners, p. 378
<b>I</b>		Recognize main character(s) in print and nonprint text.	
<b>I</b>		Determine whether a selection is real or fantasy.	18. Tale of the Sun, p. 86 87. Earth Manners, p. 378
<b>D</b>		Explore a wide variety of literature through read-alouds, tapes, and independent reading.	18. Tale of the Sun, p. 86 87. Earth Manners, p. 378
<b>I</b>		Identify favorite stories, informational text, authors, and illustrators.	
<b>I</b>		Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).	

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<b>I</b>		Determine the problem in a story and discover its solution.	18. Tale of the Sun, p. 86 87. Earth Manners, p. 378
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## WRITING

*The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

### Process

<b>D</b>		Brainstorm ideas with teacher and peers.	41. How Plants Grow, p. 179 87. Earth Manners, p.378
<b>D</b>		Draw pictures to generate ideas.	41. How Plants Grow, p. 179
<b>D</b>		Construct graphic organizers (e.g., webs, charts, and diagrams) as a small or large group to organize information.	87. Earth Manners, p.378
<b>D</b>		Use a variety of sources to gather information.	
<b>I</b>		Compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction.	
<b>I</b>		Write in complete, coherent sentences.	41. How Plants Grow, p. 179
<b>D</b>		Use descriptive words when writing.	2. Get in Touch With Trees, p.20 21. Adopt a Tree, p. 97 41. How Plants Grow, p. 179
<b>I</b>		Arrange events in logical/sequential order when writing or dictating.	
<b>D</b>		Participate in teacher-led experience stories.	
<b>I</b>		Reread draft and delete extraneous information.	
<b>I</b>		Vary sentence types.	
<b>I</b>		Apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.	41. How Plants Grow, p. 179
<b>I</b>		Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, and student generated word books) to support the writing process.	
<b>I</b>		Identify words or phrases that could be added to clarify meaning after writing or dictating a story.	
<b>D</b>		Use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).	
<b>D</b>		Discuss and react to writing.	
<b>I</b>		Create readable documents with legible handwriting.	
<b>D</b>		Review personal collection to determine progress.	
<b>D</b>		Use technology to publish writing.	
<b>D</b>		Share completed work.	
<b>D</b>		Write to entertain and inform (e.g., stories, poems simple directions, journals, and friendly letters).	2. Get in Touch With Trees, p.20
<b>I</b>		Write group stories with a beginning, middle, and end.	

### Product

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<b>I</b>		Prepare a variety of written work (e.g., published books, classroom books, and experience stories).	2. Get in Touch With Trees, p.20
<b>D</b>		Share completed work.	
<b>I</b>		Create individual and classroom books.	
<b>I</b>		Incorporate illustrations and photographs.	
<b>I</b>		Write simple stories.	
<b>D</b>		Write short accounts of personal experiences.	2. Get in Touch With Trees, p.20
<b>I</b>		Summarize concepts presented in science (e.g., illustration, dictating sentences, or composing simple sentences).	41. How Plants Grow, p. 179
<b>D</b>		Write stories using concepts presented in social studies.	
<b>D</b>		Write to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words, and sentences).	
<b>I</b>		Write in math journals, create math stories, and write explanations for problem solving.	
<b>D</b>		Participate in shared writings about the arts and class activities.	
<b>D</b>		Write, when given time, place, and materials.	
<b>D</b>		Maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).	
<b>D</b>		Dictate stories (e.g., to tape recorder, adult, or older student).	
<b>I</b>		Write different endings to a story.	
<b>I</b>		Summarize a story using simple sentences and illustrations.	
<b>I</b>		Create class books based on literature selections.	
<b>D</b>		Create and/or use an illustration, sign, or rebus symbols to respond to literature.	
<b>D</b>		Write friendly notes, messages, and in journals.	21. Adopt a Tree, p. 97
<b>I</b>		Write stories, rhymes, and poems.	

## ELEMENTS OF LANGUAGE

*The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

<b>I</b>		Use nouns appropriately (e.g., singular and plural, possessive).	2. Get in Touch With Trees, p.20
<b>I</b>		Use verbs (action words) appropriately (e.g., tense and agreement with simple subject).	2. Get in Touch With Trees, p.20
<b>D</b>		Use pronouns appropriately (e.g., subject and object agreement).	2. Get in Touch With Trees, p.20
<b>I</b>		Use adjectives appropriately (e.g., vivid description words).	2. Get in Touch With Trees, p.20
<b>I</b>		Capitalize the first word of a sentence, first and last names, pronoun "I" and proper nouns.	2. Get in Touch With Trees, p.20
<b>D</b>		Use correct punctuation at the end of simple declarative sentences and questions.	2. Get in Touch With Trees, p.20
<b>I</b>		Identify and use contractions.	
<b>D</b>		Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.	2. Get in Touch With Trees, p.20
<b>I</b>		Spell high frequency words correctly.	

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<b>D</b>		Spell words correctly as appropriate to grade level.	
<b>I</b>		Spell three- and four-letter short vowel words and phonetically spell sight words correctly.	
<b>I</b>		Alphabetize words to the first letter.	
<b>I</b>		Begin to develop dictionary skills through the use of a picture dictionary.	
<b>D</b>		Use complete and coherent sentences when speaking.	
<b>I</b>		Identify complete sentences.	
<b>I</b>		Write a simple sentence.	
<b>I</b>		Identify and correct incomplete sentences.	
<b>I</b>		Combine two simple sentences into a compound sentence using the word "and."	
<b>I</b>		Identify statements and questions by noting ending punctuation when writing and intonation when speaking.	
<b>I</b>		Add endings to base words (e.g., -s, -ed, -es, -ing).	
<b>I</b>		Identify simple abbreviations.	
<b>I</b>		Understand punctuation (e.g., period, question mark).	
<b>I</b>		Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.	
<b>D</b>		Use temporary spelling to spell independently as necessary.	2. Get in Touch With Trees, p.20

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